



**Alice C. Harris
Intermediate
School**

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Alice C. Harris Intermediate School

Target Group: Entire school

Target Group selection is based upon: School Improvement goal:

Objective: learn to make life/Career decisions and plans. Learn to set goals to achieve life/career plans.

Students will become aware of self in relation to the world of work. Students will explore the world of work.

Activity: Gain self-knowledge through experience and exploration—Career Fair.

ABSTRACT

The purpose of this project was to give our students an opportunity to explore different careers. The entire student body was able to pick three different sessions to attend. Professionals in the career selected presented the sessions. Students filled out a questionnaire during the session to help them find out as much information about the career as possible. The questionnaires are sorted and placed in each student's SEOP portfolio.

We obtained our data from a post career fair survey filled out by each student the day after attending the career fair. A copy of the survey is attached.

PROJECT DESCRIPTION

Introduction

- The desired CCGP Student Outcomes are in Life/Career Development:
 - LC: A1: Develop self-knowledge through experience and exploration.
 - LC: A2: Understand self in the world of work.
 - LC: B1: Locate and evaluate life/career information.
 - LC: B2: Understand the relationship between work and society/economy.
- The desired outcomes also coincide with our school improvement plan:
 - Learn to make life/career decisions and plans.
 - Learn to set goals to achieve life/career plans.
 - Students will become aware of self in relation to the world of work.
 - Students will explore the world of work.

Participants

- The entire school participated in the Career Fair which is 638 students
- The target group was everyone student in the school to help them explore careers.

Method

- **Guidance Lesson Content:** Every student filled out a paper indicating their three career choices along with two alternates.
- **Curriculum and Materials:** We developed a questionnaire for students to fill out while attending the career fair which we believe helped them to acquire more information than they would have if they had just sat and listened to the presenter.
- **Project Start and End Dates:** We started the project on January 22, 2007, we held the Career Fair on April 26, 2007 and we finished compiling the results on May 30, 2007
- **Class or Subject in Which the Lesson will be Presented; Students** filled out papers to pick the careers they wanted to attend in their Advisory class. The Career fair was scheduled for the afternoon throughout the entire school. Students moved from class to class to see the presentations.
- **Evaluation Methods** – We used a post career fair survey asking students what they learned during the event. Attached is a copy of the survey.
- **Counselor(s):** Chris Percival and Beverly Biggs
- **Curriculum and Materials Used:** We created a job list utilizing the Holland Code classifications to ensure that students would be able to pick from all six different areas. We used Excel to schedule all of our students into different classes. This took a tremendous amount of time. We also spent many hours on the phone getting our presenters lined up.

RESULTS

Our data indicates that competency increased in the following areas:

- Students gained more knowledge about careers in which they are currently interested.
- Students gained an understanding of how the knowledge they are gaining now will influence their future. career choices.
- Students were able to evaluate life/career information
- Students gained self-knowledge through exploring careers. Some realized that when they found out about a career they were either more interested in working towards that career or less interested and will be pursuing different options

DISCUSSION

The data collected implies that our students have a greater awareness of the world of work. They have a better understanding of how school and getting good grades relates to their future career. Our students have a greater awareness that Math and Science skills are necessary in many different types of careers (even blue collar jobs).

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Alice C. Harris Intermediate School District: Box Elder School District

Target Group: (whole school, entire class, grade level) Whole School consisting of 6th and 7th graders

Target Group selection is based upon the following data/information/school improvement goals: School Improvement goal: Objective: Learn to make life/Career decisions and plans. Learn to set goals to achieve life/career plans. Students will become aware of self in relation to the world of work. Students will explore the world of work. Activity: Gain Self-knowledge through experience and exploration—Career Fair

| Guidance Lesson Content | Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning | Curriculum and Materials | Project Start/Projected End Date | Projected Number of Students Impacted | Lesson Will Be Presented in Which Class or Subject? | Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.) |
|---|---|---|--|--|---|--|
| <p>All students will be asked to fill out a paper that indicates what careers they would like to learn more about.</p> <p>The sheet will consist of lists of different careers that the students can pick from. They will choose three different careers and three alternates that they would like to attend if we have scheduling problems.</p> <p>On the day of the career fair the students will attend three different sessions to learn about their chosen career interests.</p> | <p>LC:A1: Gain self-knowledge through experience and exploration.</p> <p>LC:A2: Understand self in the world of work</p> <p>LC:B1: Locate and evaluate life/career information</p> <p>LC: B2: Understand the relationship between work and society/economy.</p> | <p>We will create a list of careers that reflect the different Holland Code classifications. These will be filled out in during advisory with each teacher helping their advisory class.</p> <p>Paper</p> <p>Computer to schedule students into three different sessions.</p> <p>TIMEI</p> | <p>Start: 01/22/07</p> <p>Career Fair 04/26/07</p> <p>Data Collection and analysis: 05/30/07</p> | <p>Entire School population 638 students</p> | <p>The career fair is scheduled for April 26, 2007.</p> <p>All students will be scheduled for three different sessions which they will attend in the afternoon of that date.</p> <p>We are making a shortened class time schedule for that day. Students will attend all of their classes for 30 minutes which will leave the afternoon free for the Career Fair.</p> | <p>Data will be collected from a post career fair survey asking what the students learned during the event</p> |

Keith Klien 1/22/07 Oct 16, 2006 Chris Percival, Counselor
 Principal's Signature Date Date of Staff Presentation Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Alice C. Harris Intermediate School District: Box Elder School District

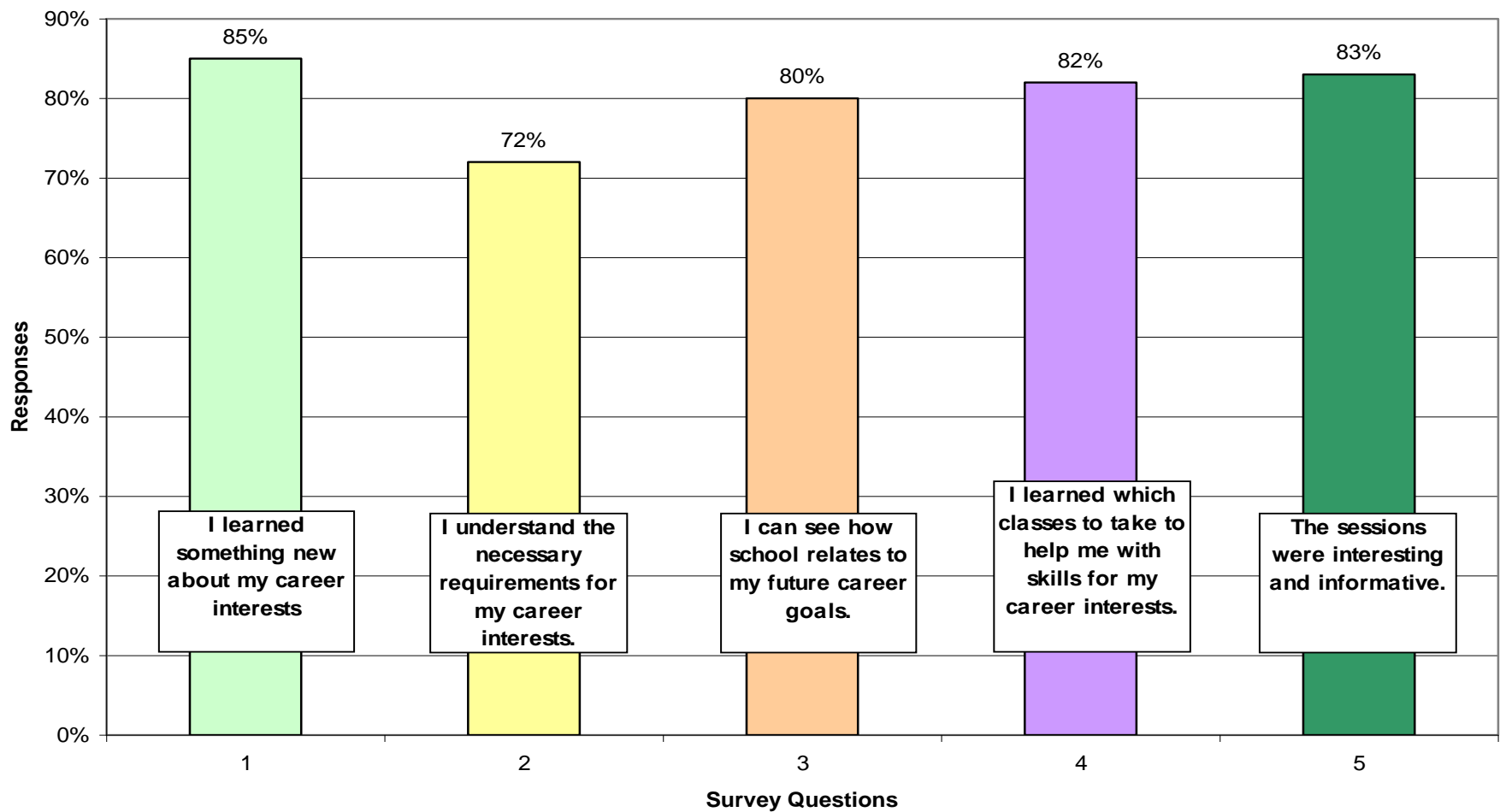
| Counselor | Target Group | Curriculum and Materials Used | Start Date/ End Date | Process Data Number of Students Affected** | Perception Data Pre and post test, competency attainment or student data** | Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|---------------------------------|--|---|---|---|--|---|---|
| Chris Percival Beverly Biggs | Both 6 th and 7 th grade (entire school) | Career List described on development plan sheet. Paper Advisory Period Computer Luncheon for Presenters Stamps | Start: 01/22/07 Career Fair: 04/26/07 Data collection and analysis: 05/25/07 | 642 Students | We used a post test/survey to accumulate data for this project. Please find data information on separate sheet. | Data indicates that competency is increased in the following areas: Students have: <ul style="list-style-type: none"> Gained more knowledge about careers in which they are currently interested. Gained an understanding of how the knowledge they are gaining now will influence their future career choices. Were able to evaluate life/career information. Gained self-knowledge through exploring careers. Some realized that when they found out about a career they were either more interested in working towards that career or less interested and will be pursuing different options. | The data collected implies that our students have a greater awareness of the world of work. They have a better understanding of how school and getting good grades relates to their future career. A greater awareness that Math and Science skills are necessary in many different types of careers (even in blue collar jobs). |

Keith Klein 5/30/07
Principal's Signature Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Collected Data

Career Fair 2006-2007



Career Fair Survey Data

2006-07

The following are randomly selected answers to the following question which represents 10% of our student body who attend the Career Fair

Name one thing you learned during the career fair that you did not know before.

- **That if you want to paint, you will have to draw first.**
- **That you have to go to a lot of classes and be organized and be patient with children to be a daycare worker.**
- **You need Math to be a mechanic.**
- **Engineers make good money.**
- **I learned that if you want to have a good career and not work at McDonalds, you need to stay in school.**
- **How important school is.**
- **That you have to keep in contact with the customers for massage therapist.**
- **In the military you have a test.**
- **That a cosmetologist needs to know psychology.**
- **I learned that a vet puts in 80 hours per week.**
- **To be an artist you have to learn how to see.**
- **That it takes many people to do music.**
- **That an Engineer can design many different things and can get good money to do it.**
- **Architects need to take math, science and reading comprehension and need a two year degree.**
- **Coaches don't make money.**
- **Cosmetologists earn a lot of money.**
- **That a pre-school teacher has to love children and have a lot of patients.**
- **Artists sold paintings for such a high price.**
- **Cosmetologists are very interesting people.**
- **I learned that if you want to do hair, you have to know where all the nerves are in their head and neck and you need to know chemistry.**
- **More girls are in painting now.**
- **That Lawyers talk on the phone all the time.**
- **There are 20 ways you can be in the military.**
- **A pilot has a GPS in the plane.**
- **That if you are a Fashion designer you can make your own hours to work!**
- **That all of these jobs don't get payed very well. (Artist, Writer, and Pre-school teacher)**
- **Farmers don't get paid, they do it for fun.**
- **That it is a dangerous job. (firefighter)**
- **If you join the National Guard they pay for college and you get to keep all the money.**
- **There are many choices to make and be careful what your future career is going to be like.**
- **You can get worms in your stomach. (Vet)**

- That there is a lot of jobs to do. (Farmer/Rancher)
- You need to have really good grades. (Vet)
- That you need to get a commercial license and a instrument license to fly commercial jets. (Pilot)
- It was partly boring and partly fun.
- How many hours it takes for Actors to set up a scene setting.
- That you need good grades in Math to be a Computer Engineer.
- In pre-schooling I found out that it's really fun and you need to be patient with the kids and you have to have a schedule or they get bad.
- Athletic trainers help people when they are hurt.
- As a writer you have to be more outgoing.
- Entrepreneurs can make a lot of money.
- There is a lot of different careers to explore.
- That nurses make a lot of money and you have to go to a lot of school to be a nurse.
- That being a pre-school teacher takes a lot of work and time, but it still sounds fun!
- Realtors make a lot of money.
- That for small jobs even you have to work really hard for.
- Cosmetology helped me know you have to take chemistry to know what to do.
- That grades are about your career.
- That I got to study my topics. (Went to lawyer, fashion designer, and floral designer).
- I learned the difference between a male and a female jaw and skull. (Dentist).
- That it takes a whole very lot of school and it takes determination.
- Athletic Trainers take care of athletes if they get injured. They also help athletes to work hard.
- I learned that to be a dental hygienist, you can still be a mom and stay at home.
- A welder can get up to \$100,000.00.
- You have to memorize the cosmetologist handbook in one year.
- That there are a lot of strict things in flight attending.
- There is two types of welding materials.
- That it only takes 1 ½ years of college to be a cosmetologist.
- Interior designers have to do a lot more than just design things.
- That you have to take a lot of Math classes for computer engineering.
- Flight attendants have to be 21.

Copy of Career Fair Survey

2007

Your comments help us to improve future Career Fairs. We greatly appreciate your input. Please take the time to complete this evaluation honestly and add any comments you feel may help us with future Career Fairs.

1. *Please list the three sessions you attended.*

2. *In which of the following ways was the Career Fair helpful to you? (Mark all that apply)*

_____ *I learned something new about my career interests*

_____ *I feel like I understand the necessary requirements for the careers in which I am interested.*

_____ *I can see how school relates to my future career goals.*

_____ *I learned which classes to take in the future that will help me get the skills I need for the career in which I am most interested.*

_____ *The sessions I attended were interesting and informative.*

3. *Which session was most informative? _____ (Name of the occupation)*

4. *Is the Career Fair something you would like to do again?*

_____ *Yes* _____ *No*

5. *Name one thing you learned during the career fair that you did not know before.*

**This is a copy of what the students are given to fill out on each presentation they attend.
These notes are placed in their SEOP file.**

CAREER FAIR NOTES

Occupation: _____ **Student's Name:** _____

What are the typical duties and working conditions?

How much travel does the work require?

Do people in this career relocate (move) often?

About how many hours per week do people in this career usually work?

How much does this job involve working with other people?

What education or training is required to succeed in this career?

In which classes would you need to do well if you wanted to prepare yourself for this career?

What classes might you need to take at the middle school or in high school if you wanted to prepare yourself to be successful at this job?

How might good grades (academic & citizenship) help you if you were to pursue this career?

What is the job outlook in this field? (Are there lots of jobs available in this field here in Utah, and in Box Elder County?)

Approximately how much money do people in this career earn per hour and per year?

Why do some people earn more money than others doing this job?

Are there opportunities for both males and females in this career?

Other:

Copy of sign-up paper.

Name: _____ **Advisory Teacher:** _____

On Thursday April 26th a Career Fair will be held at our school. Below is a list of occupations we are considering to have represented.

Please choose and write below three (3) occupations you would like to learn more about, along with two (2) alternates.

Selection #1 _____

Selection #2 _____

Selection #3 _____

Alternate Selection: _____

Alternate Selection: _____

Listing of Occupations and Presentations

Social Humanitarian (Helper) Cluster

Athletic Trainer
Coach
Cosmetologist / Beautician
Day Care Worker
Dental Assistant
Family & Consumer Science Specialist
Massage Therapist
Nurse
Paramedic / EMT
Physical Therapist
Police Officer
School Counselor
Social Worker
Teacher (Elementary)
Teacher (Secondary)
Teacher (pre-school/ Kindergarten)

Business Operations (Organizer) Cluster

Accountant
Bank teller / Cashier
Computer Programmer
Court Reporter
Librarian
Medical Records Tech / Secretary
Office Manager / Secretary
Paralegal

Business Contact (Persuader) Cluster

Advertising Agent
Banker
Contractor
Entrepreneur
Flight Attendant
Funeral Director / Mortician
Hotel Manager
Lawyer
Newscaster / Sportscaster
Politician
Realtor
Restaurant Owner
Salesperson
Stockbroker

Technical (Doer) Cluster

Auto Mechanic
Auto Body Repair Person
Carpenter
Electrician
Farmer / Rancher
Firefighter

Fish & Game Warden
Machinist
Maintenance / Custodial
Military
Plumber
Veterinarian Technician
Welder

Artistic Cluster

Actor
Architect
Artist
Fashion Designer
Floral Designer
Interior Designer
Landscape Architect
Musician / Singer
Photographer
Professional Dancer / Dance Teacher
Writer / Journalist

Scientific (Thinker) Cluster

Aerospace
Anesthesiologist
Archeologist
Biologist
Chemist
Chiropractor
Dentist
Engineer (Computer)

Engineer
Inventor
Pharmacist
Physician / Pediatrician
Pilot
Psychology



**Alice C. Harris
Intermediate
School**

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Alice C. Harris Intermediate School

Target Group: 6th/7th Grade Students

Target Group selection is based upon: School and districts attendance policies

ABSTRACT

The purpose of the project is to increase the attendance in our students who miss more than 5+ hours in anyone class. The sixth and seventh grade students who were missing the above mentioned absences were the participants. We hoped to increase the number of valid absences with doctors/dentist's notes and prearranged absences instead of parents taking their child out of school without any explanations. Our benchmark was Box Elder School District Attendance Policy #5035 and Alice C. Harris Intermediate School's attendance policy. This policy states "that a personal meeting will be held with each student after they miss 5 days or any one class period 5 times. At that time the student will enter into an Attendance Contract and the parent will receive written notice of this meeting."

PROJECT DESCRIPTION

Introduction (the Why)

- Regular attendance at school increases the opportunities for students to benefit from their educational programs. To help insure this quality education there are concerns when students miss for any reason.
- To increase attendance at school

Participants (the Who)

- 120 students participated
- 6th and 7th graders

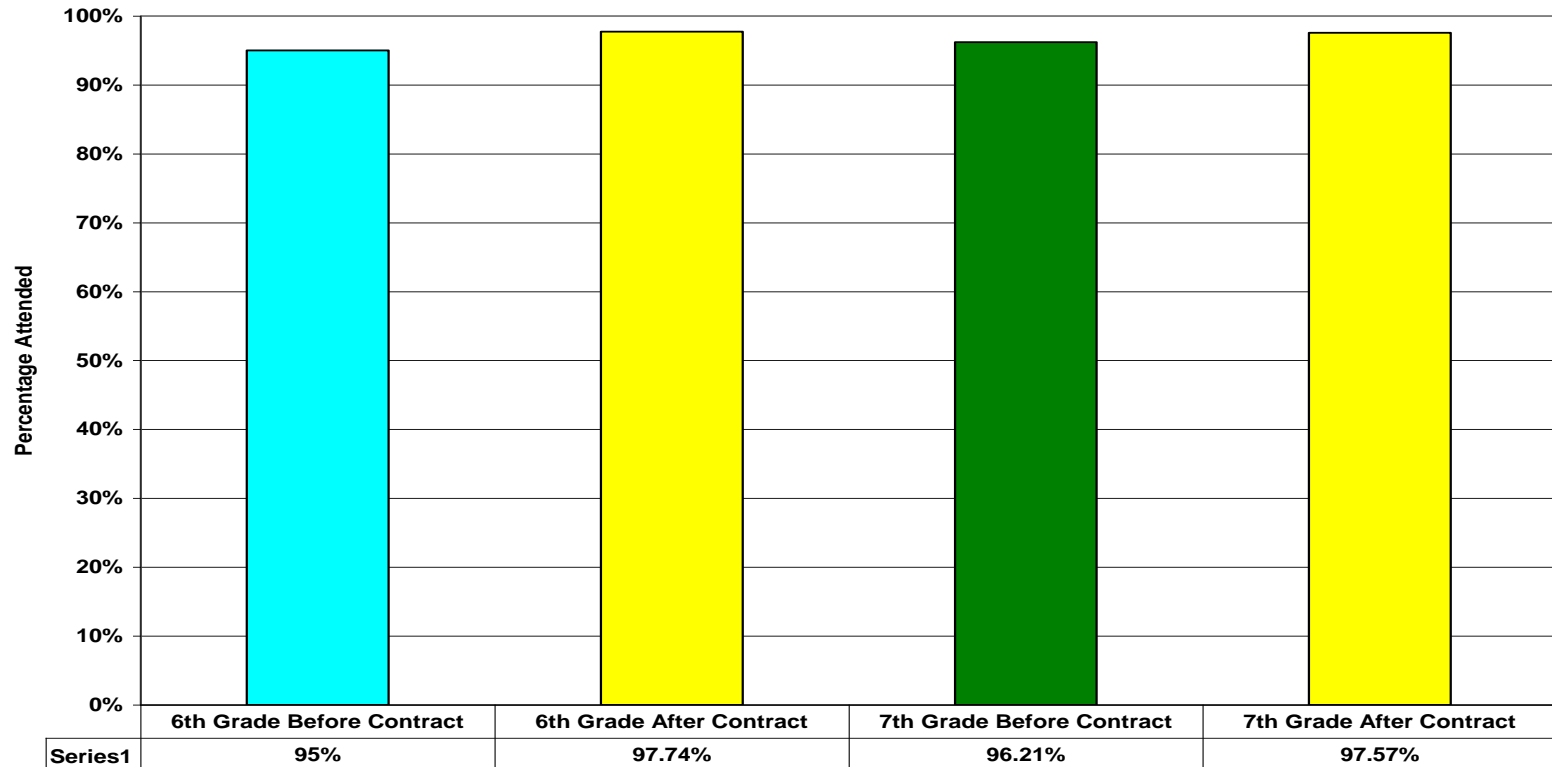
Method (the What, When and Where and How)

- Students met with counselors when attendance became an issue.
- Students and counselor would discuss the district policy, the importance of attending school, and why they had missed
- Valid absences were required to have doctor/dentist's notes and prearranged absence forms filled out prior to the days student was going to miss
- Students then would sign a contract and a copy would be sent to the parents. The administration would also sign the contract.
- Teachers were encouraged to mark their rolls.
- November 8, 2006 through May 14, 2007
- Evaluation Methods – The results were measured from the information on the SIS site and keeping track of absences weekly
- Chris Percival and Beverly Biggs
- SIS, District and School policies

RESULTS

There were 66 sixth graders and 54 seventh graders tracked with attendance. When a student missed anyone class periods five times or 5 days of school each student was visited. They were then placed on an Attendance Contract and a copy was given to the counselor and sent to the parents. We saw a change in not only student behavior but parents as well. More often we received valid absence documentation including doctors/dentist's notes and prearranged absences. This was a significant increase from the beginning of the year. One of the concerns that we did have was that not all teachers were keeping correct track of their absences (not marking students when they weren't absent). As shown in the graph sixth and seventh grade students increased their attendance after the contract was signed and parents received a copy. Many of these students also improved their grades, also.

6th/7th Grade Attendance Averages



DISCUSSION

The knowledge of parents and students were increased with this project. The majority of parents did not know that the attendance policy had been changed. Each student is given a Student Planner and the information about attendance is in there. A document is signed and returned to the school that the parents and students have read the rules and will obey them. This showed a small number of parents/students actually did this. The data showed that students who improved their attendance at times this would help to improve grades. Eight sixth graders and seven seventh graders did not improve their attendance. These students were then referred to the administration where they received other contracts and a possible court referral. We also received an increase number of valid absence documentation when students were put on an Attendance Contract. Meeting with every student with absence issues became time consuming so we would meet with a small group of students instead of doing so individually. Eventually, we received help from one of the paraprofessionals in our building. Our future direction would see how our sixth graders do as seventh graders.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Alice C. Harris Intermediate School District: Box Elder School District

Target Group: Students with poor attendance

Target Group selection is based on the following data/information/school improvement goal: School improvement plan: Maintain a variety of quality programs that promote and reinforce student success and achievement in.....attendance. Help students comply with new district wide attendance policy.

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .") | Start Date/ End Date | Projected # of Students Impacted |
|-----------------------------|--|---|---|---|---------------------------------------|----------------------------------|
| Increase school attendance. | The desired result is to improve student attendance at school. We believe that improved school attendance will improve grades as well as citizenship. We also believe that improved attendance will help students: AL:A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. | The policy dictates that students will have a <u>personal meeting</u> and enter into an attendance contract when they have missed 5 days or any one class 5 times. Counselors will meet with students with attendance problems and explain the necessity of being at school, talk about the attendance contract and mail a copy of the contract home. Counselors will attend parent meeting if attendance continues to erode. | The school district has initiated a new district wide attendance policy. We sent out information to parents regarding the new attendance policy as well as our school's compliance plan in a PTA newsletter We, along with the administration ,made an attendance contract for students | We will keep track of student attendance before the contract is entered into and compare this to the rate of attendance after the contract is put into place. | 08/28/07 (The first day of school) | Perhaps 50 |

Keith Klein 8/28/06 8/11/06 Chris Percival, Counselor
Principal's Signature Date Date of Staff Presentation Prepared By

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School: Alice C. Harris Intermediate School District: Box Elder School District

| Counselor | Target Group | Curriculum and Materials | Start Date/ End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|---|-------------------------------|---|---|---|---|---|--|
| Christine Percival Beverly Biggs | Students with poor attendance | Personal meetings with students with poor attendance. Talked to them about the importance of attending school as well as placed them on an attendance contract. Meetings with parents when attendance did not improve. Class changes when appropriate. | Start: 08/28/07 End: 5/04/07 | We put 120 students on attendance contracts. We met with over 200 students and gave them a warning before they reached 5 absences. | That counseling with students to warn them of impending contract helped some students improve their attendance as there attendance did not deteriorate to the point of putting them on a contract. Most students that were placed on a contract improved their attendance. | See attached data sheets. | Students as well as parents learned that school attendance is important and that our school enforces the district attendance policy. Hopefully students will have a better habit of attendance that will eventually help them in their careers through better attendance at school as well as at their job. |

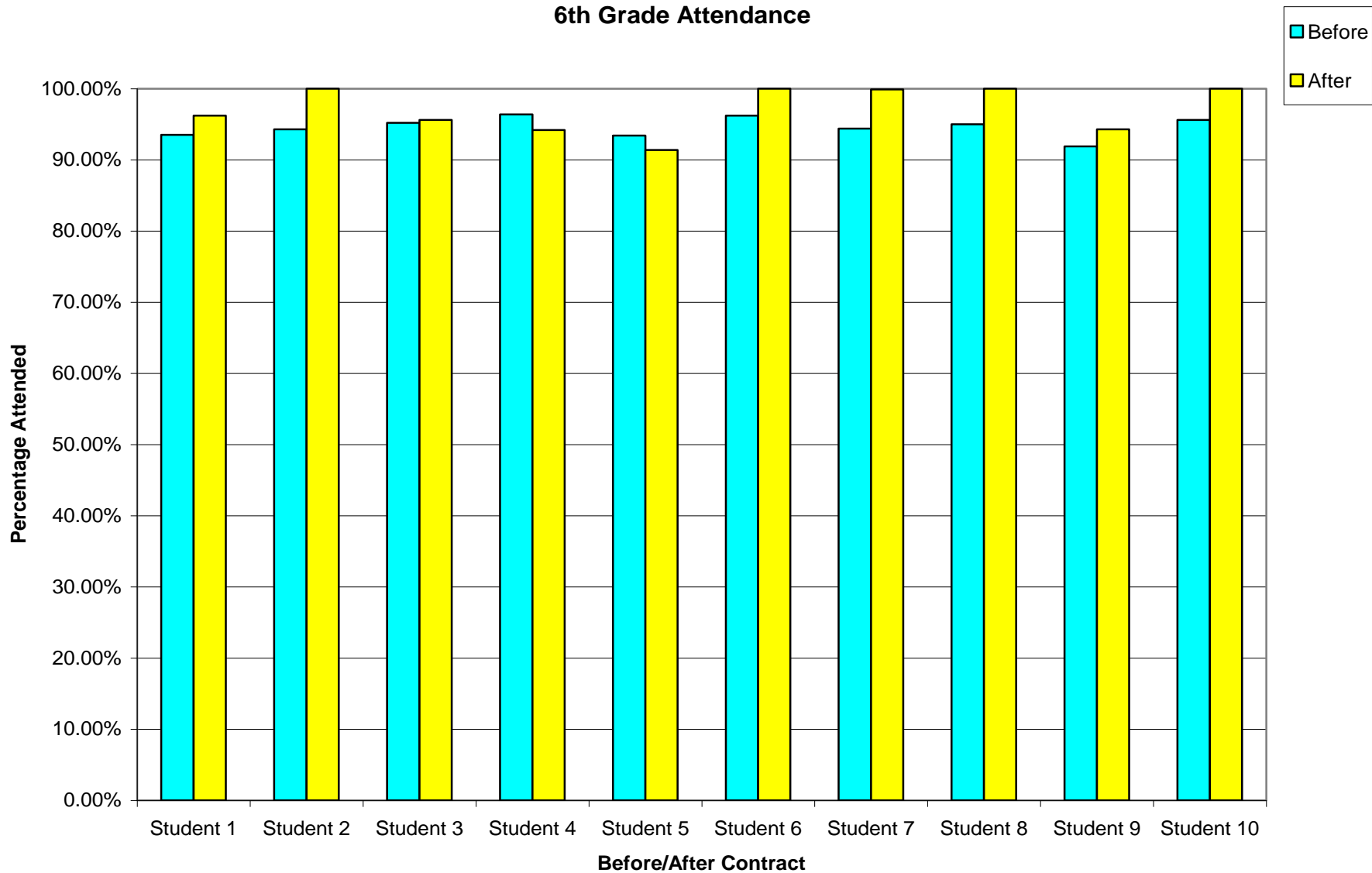
Keith Klein
Principal's Signature

5/30/07

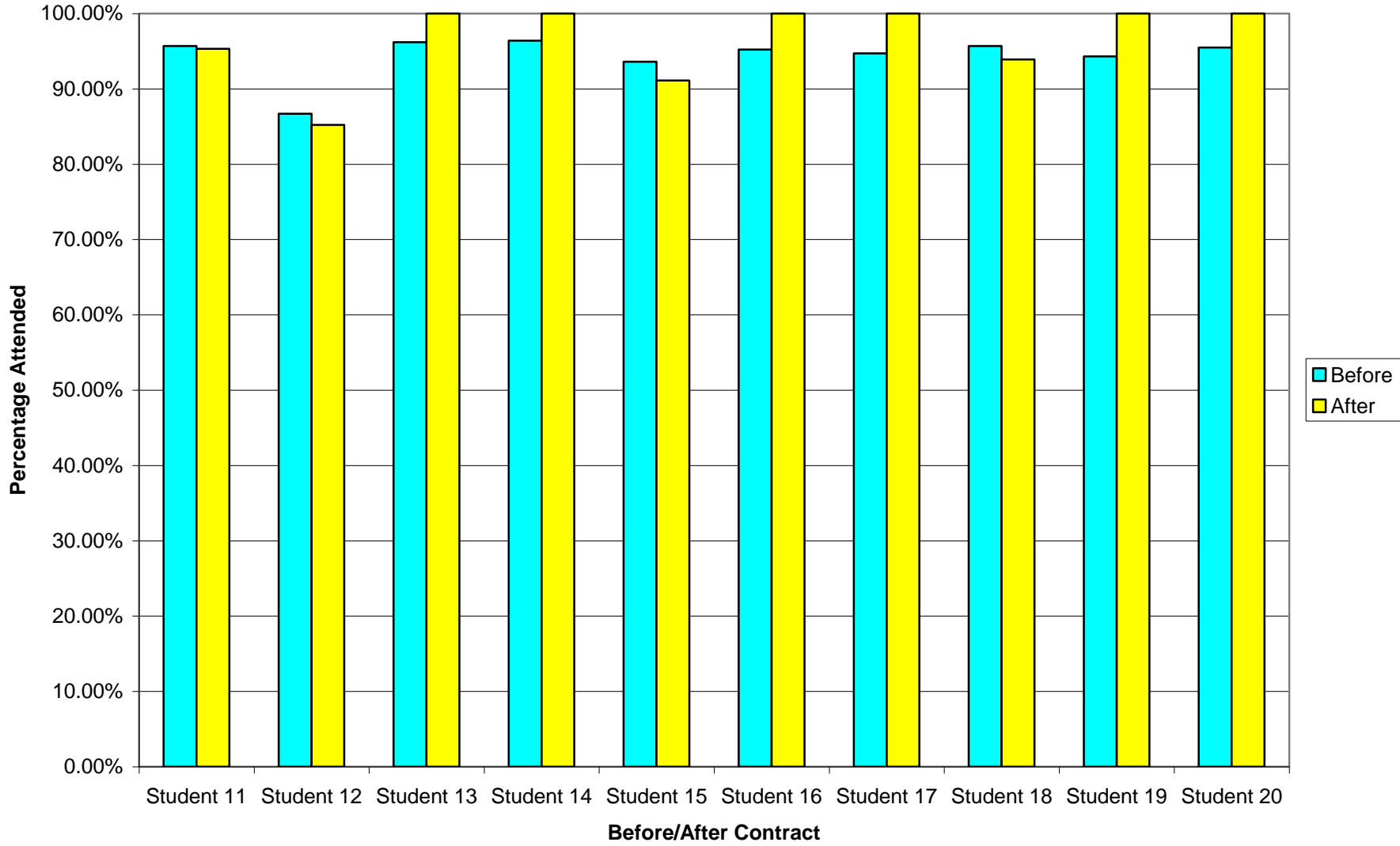
Collected Data

Counseling Programs.

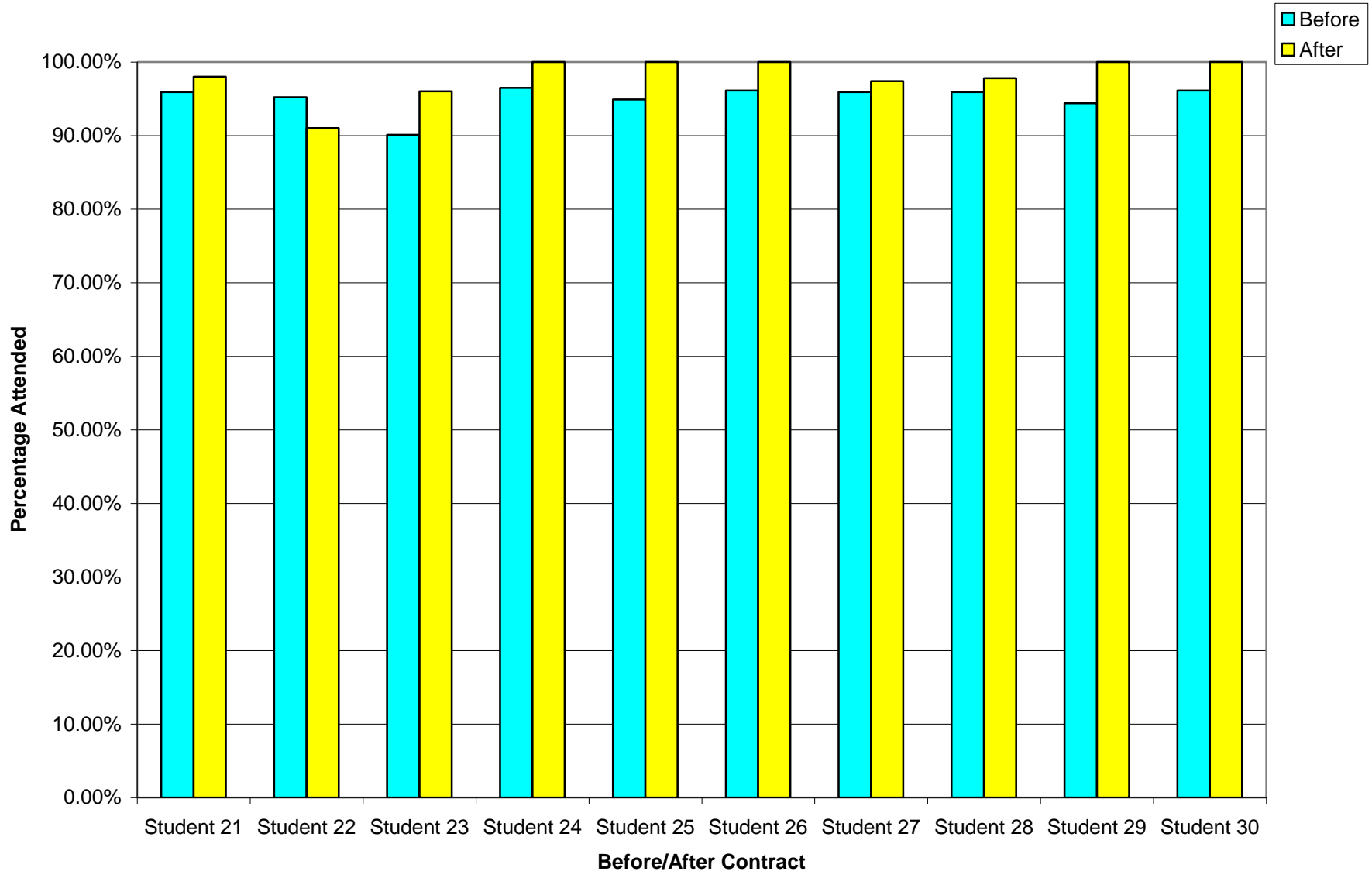
6th Grade Attendance



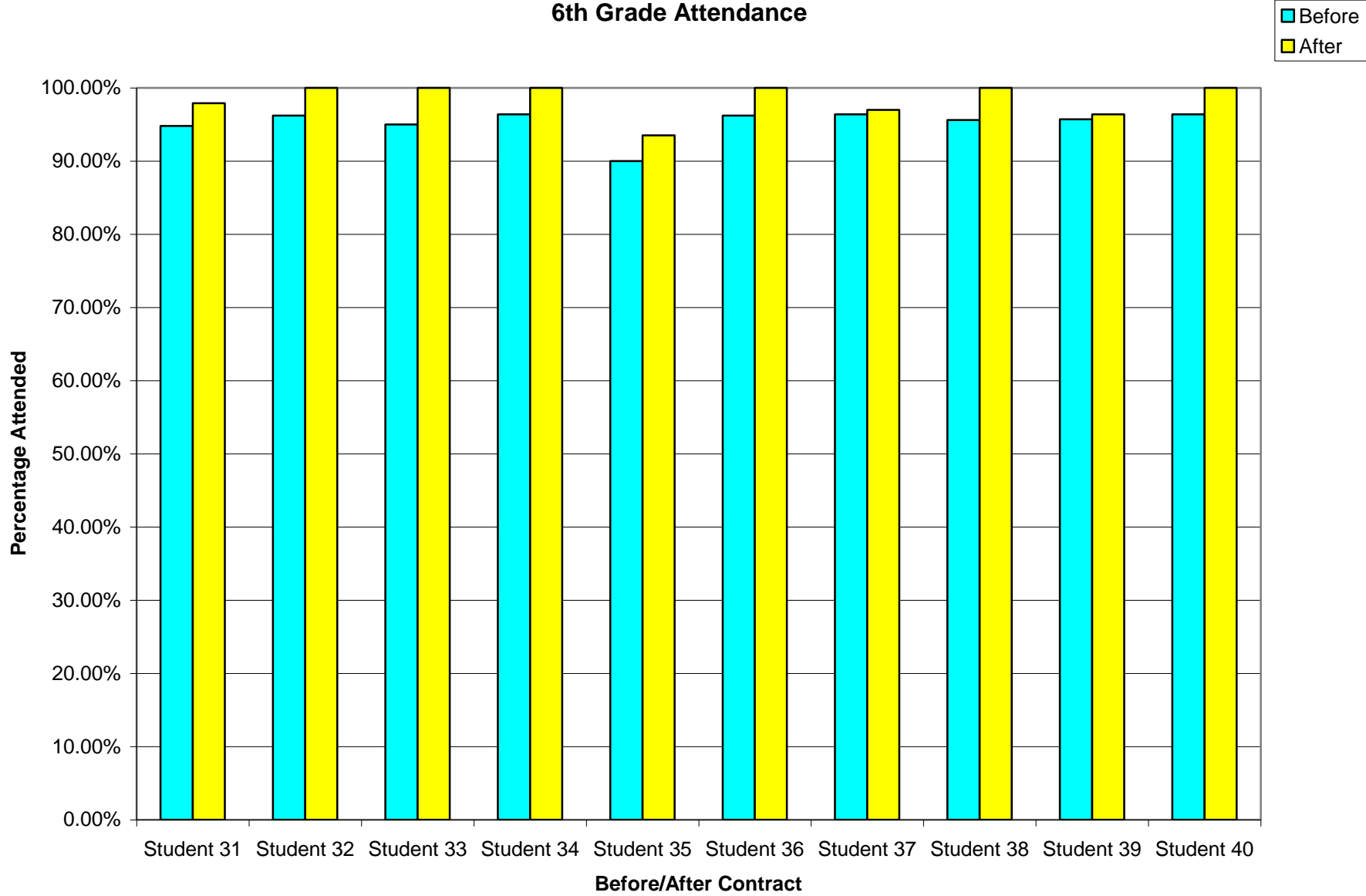
6th Grade Attendance



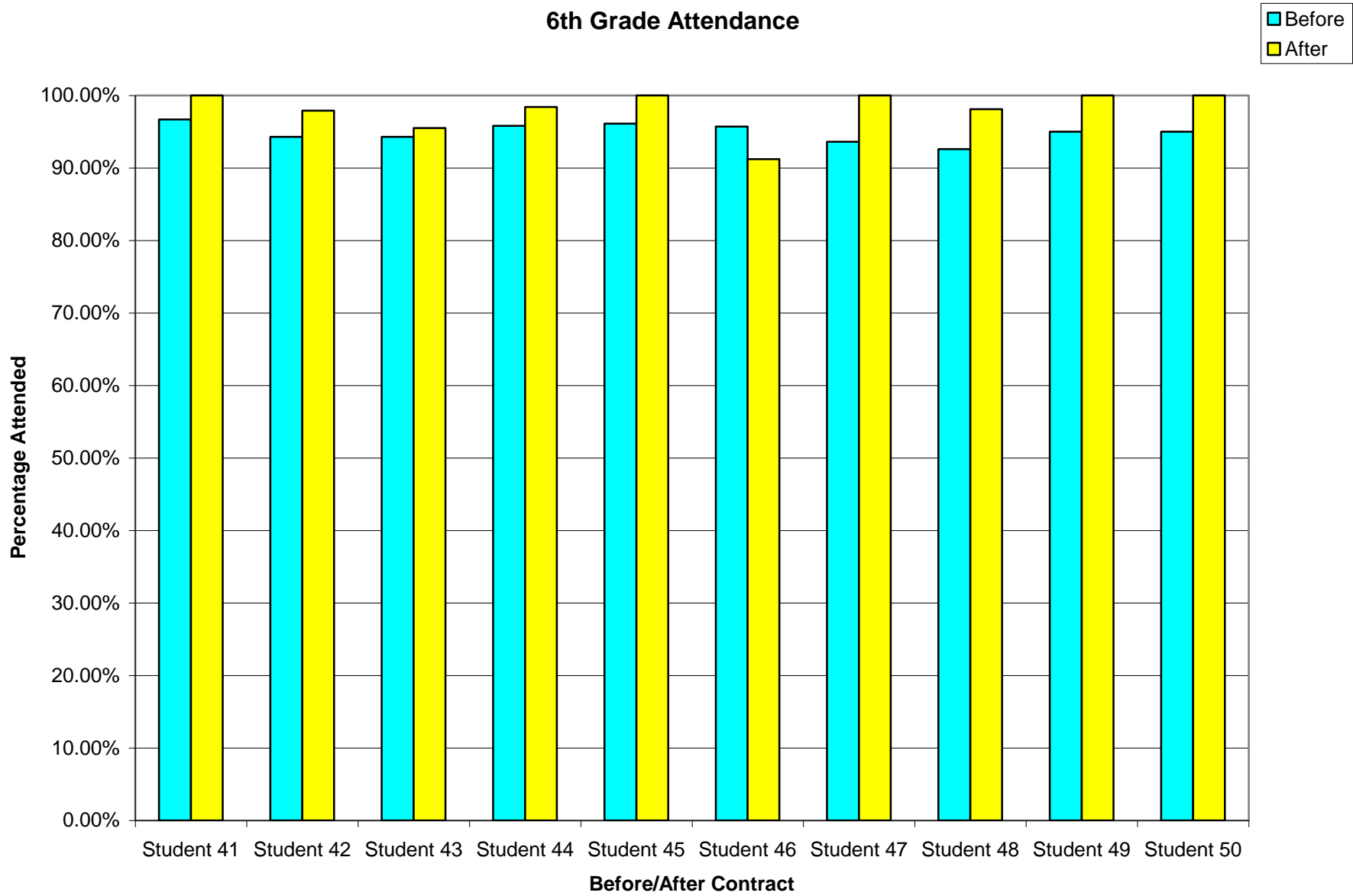
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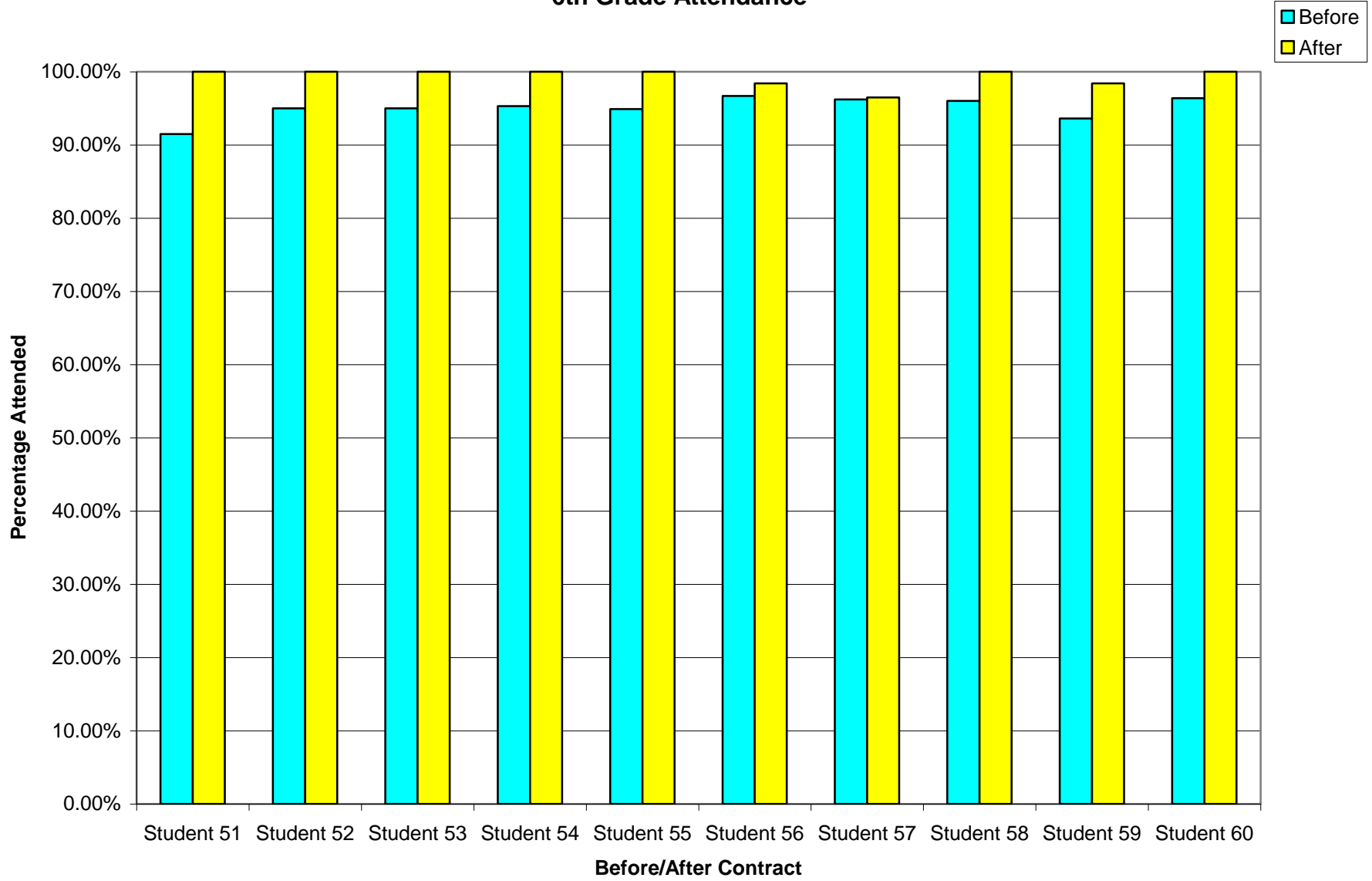
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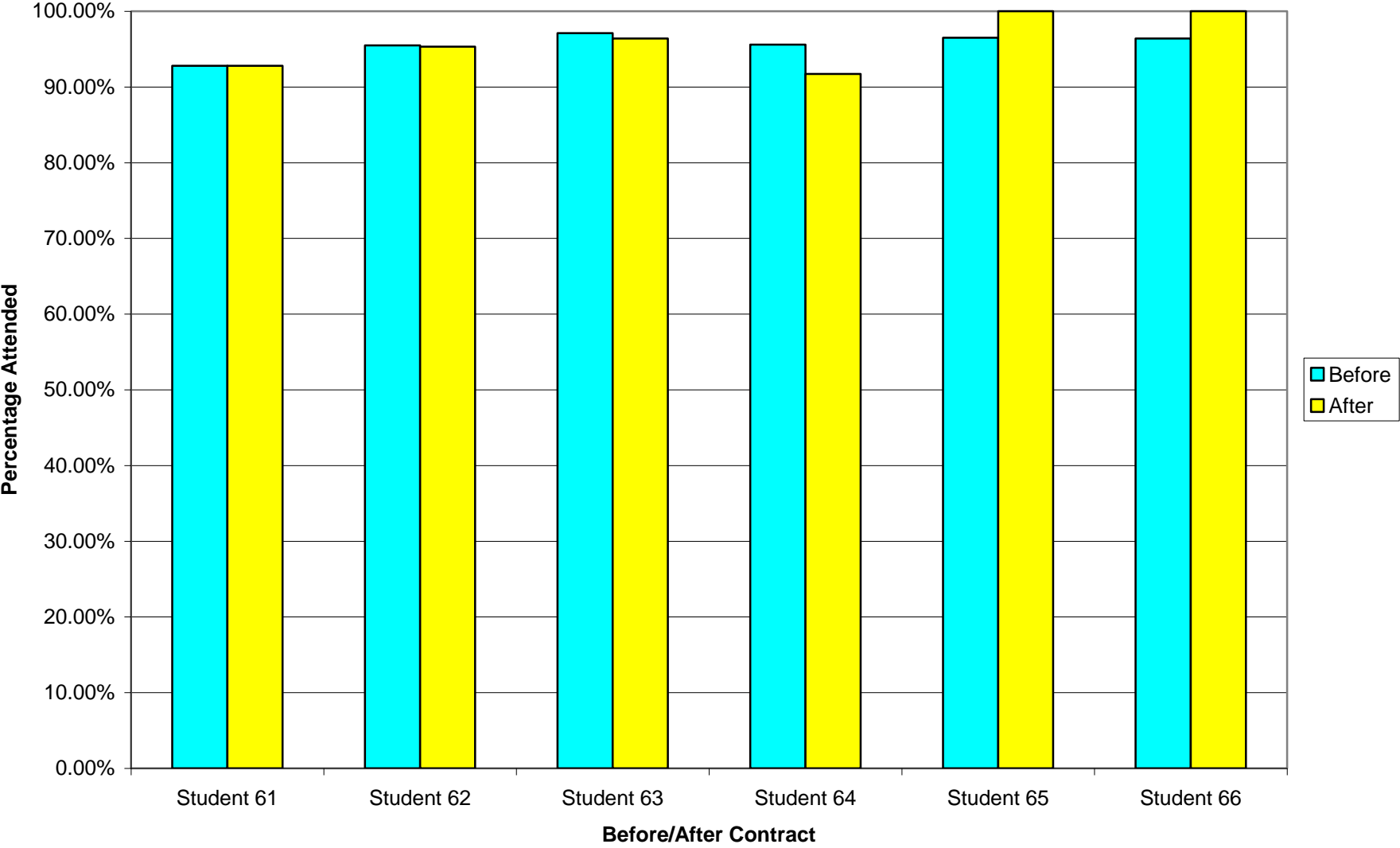
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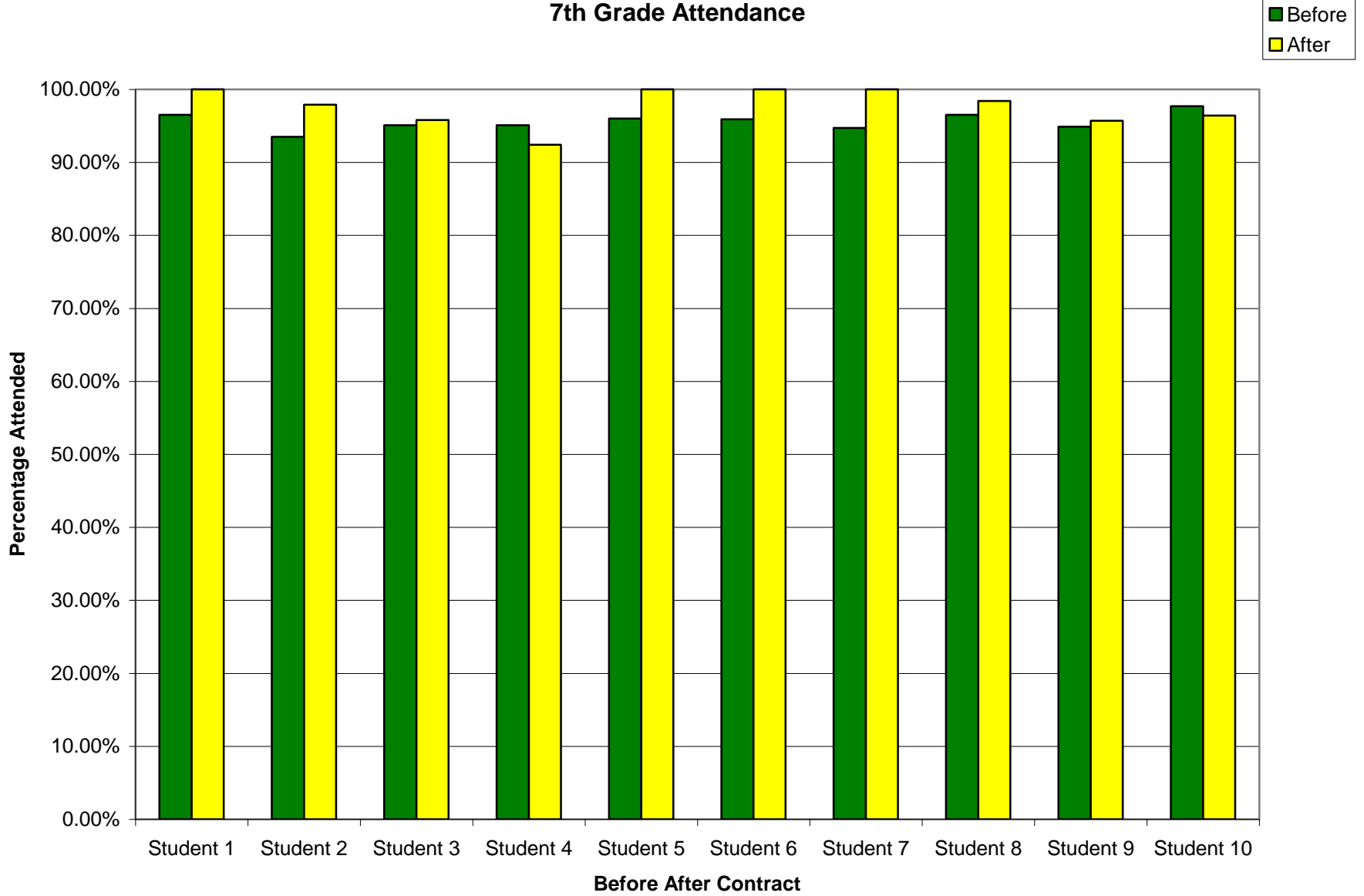
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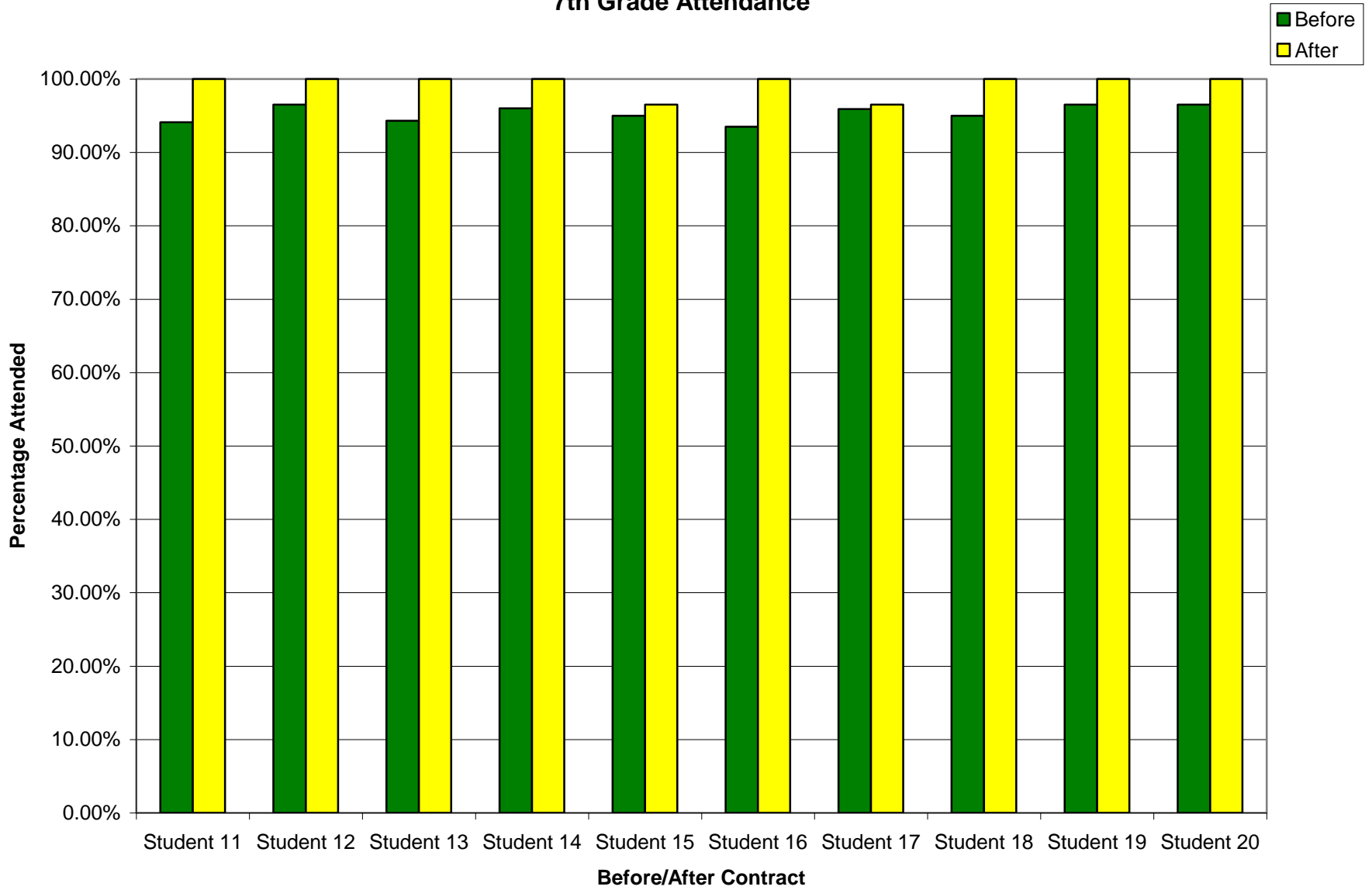
6th Grade Attendance



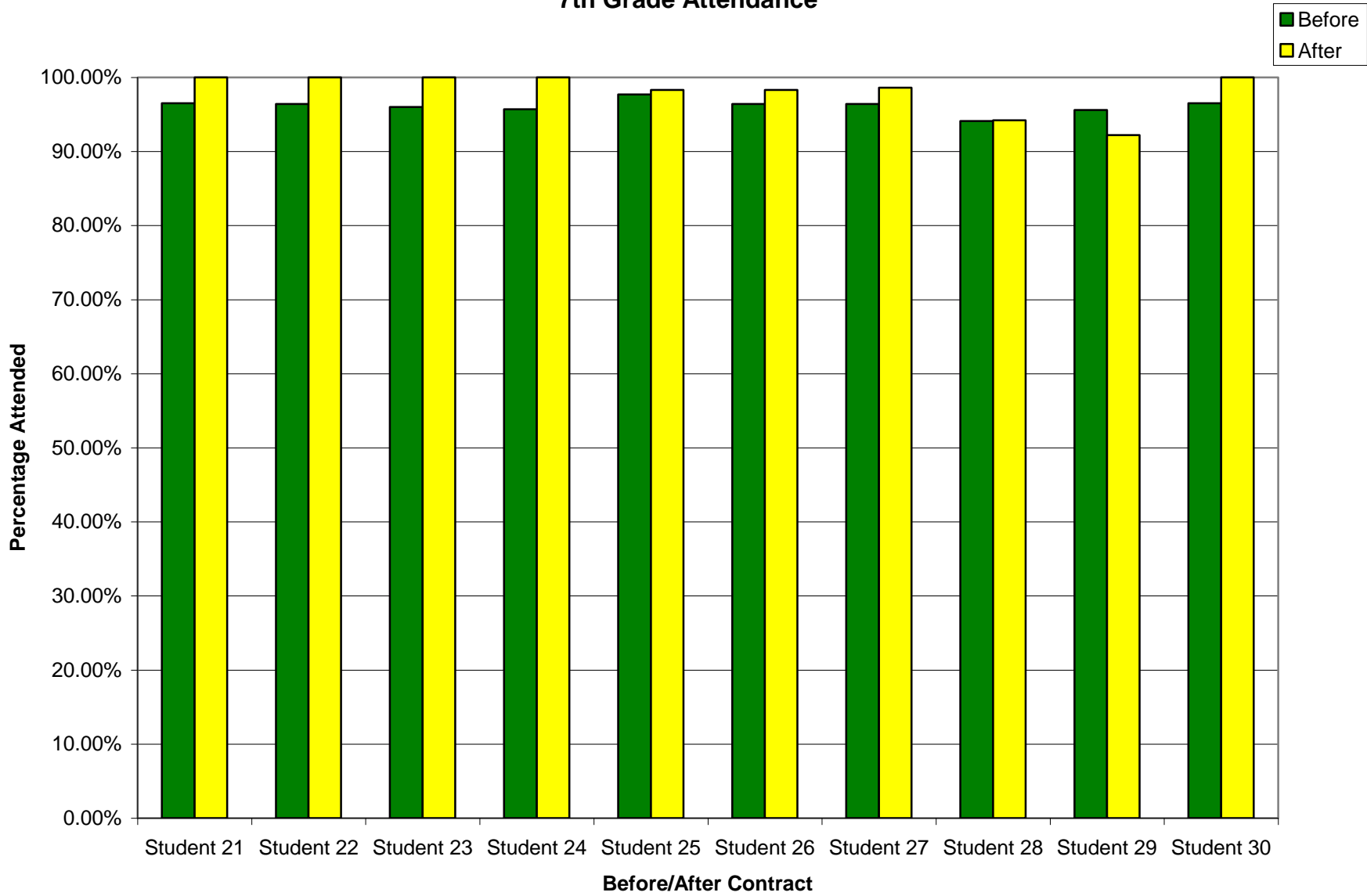
7th Grade Attendance



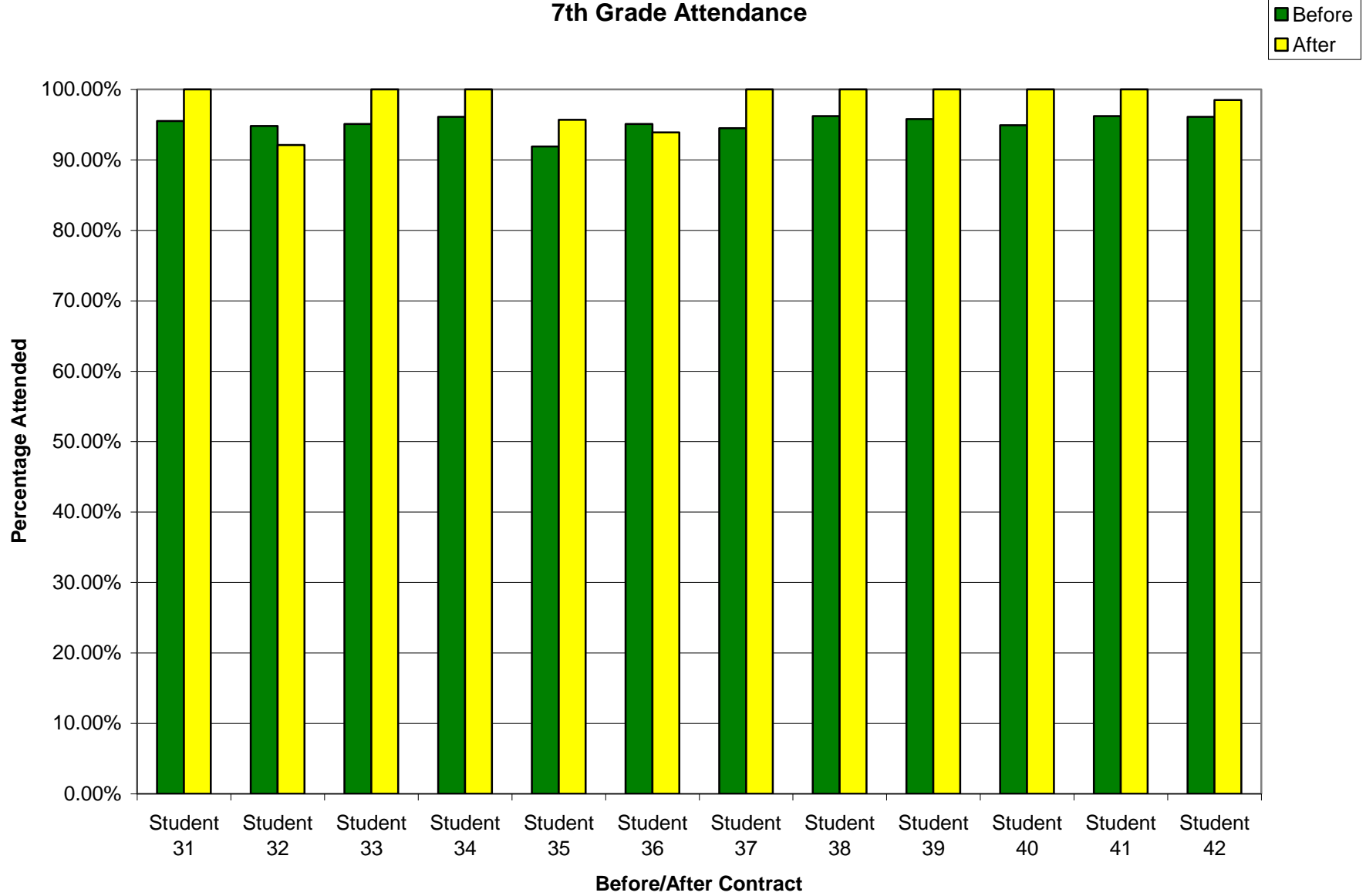
7th Grade Attendance



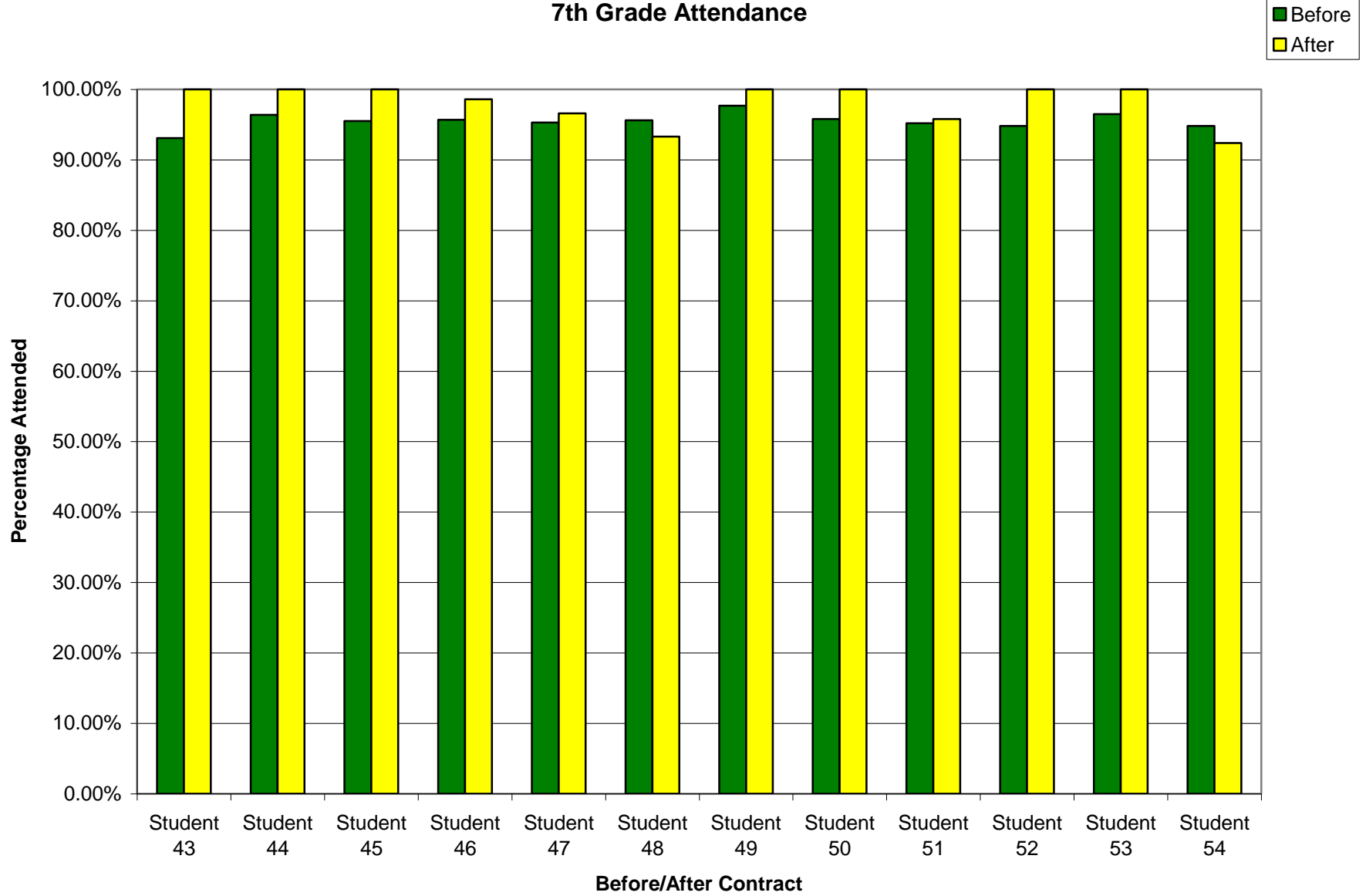
7th Grade Attendance



7th Grade Attendance



7th Grade Attendance



Abstract

Our study surveyed 380 students (59%) about their usage of SIS (Student Information System) which gives current grade, assignments, lunch account, and attendance. We asked how often they used SIS last year and their current use of SIS. The use of SIS increased 17% over last year's usage. Also, we asked if the presentation by the counselors on how to access SIS was helpful, 78% said "yes" and 22% said "no". Of the 22% who said "no" many of the comments were they already knew how to access SIS. The results suggest that more students are accessing SIS because they have been taught how to do so.

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School: Bear River Middle School

District: Box Elder School District

| Counselor | Target Group | Curriculum and Materials Used | Start Date/End Date | Process Data Number of Students Affected** | Perception Data Pre and post test, competency attainment or student data** | Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|---------------------------------------|-----------------------------------|--|--|--|--|---|---|
| Matt Zollinger And Linda Kuwana | Entire studentbody (640 students) | Internet access to SIS (Student Information System) and data sheet filled out by each student in the school—login and password for access to internet use at school, login and password for home access to school grades and assignments, and login and password for access to Utah Mentor account. The sheet is kept in the student's SEOP folder which follows the student throughout high school. | First day of Health class, October 16, 2006, to current date; we also have new students fill out a data sheet. Our guidance clerk checked each SEOP folder to make sure each student had a data sheet. | 168 eighth graders and 212 ninth graders; 380 total students | Last year 71% of the students accessed SIS daily or occasionally; this year 88% of the students access SIS daily or occasionally | There was an increase in the percentage of students accessing SIS; therefore, making them more responsible for their grades and assignments | Giving students the information to access their grades has increased in the amount of students who currently access their grades and assignments. Also, the question asked about whether the counselor presentation was helpful, 78% of the students said "yes" and 22% of the students said "no". Of those 22% several commented they already knew how to access SIS so the presentation did not teach them anything new. Several of the ninth graders commented that they wished we had taught them last year how to access SIS |

Closing the Gap Abstract

Our study took evaluations from eighth graders (320 students) in Health classes last year and evaluations from ninth graders (311 students) in Computer Technology classes this year to determine the amount of times students talk with their parents about career decisions. The increase from 20% to 41% who constantly talk with their parents about career decisions lead us to the assumption that the increase in information given to the students and parents through presentations and activities in ninth grade increase the amount of times students talk with their parents about career decisions.

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Bear River Middle School

District: Box Elder School District

| Counselor | Target Group | Curriculum and Materials | Start Date/ End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|---------------------------------|---|--|---|---|---|--|---|
| Matt Zollinger and Linda Kuwana | Last year’s eighth graders, this year’s ninth graders | Presentations by Bobbi Jones (work-based learning coordinator for Box Elder School District) to Health and Computer Technology students and by Craig Haslip (Utah Mentor) to Computer Technology students. A tour of Utah State University and Bridgerland for Computer Technology students and career presentations given by the counselors to Health and Computer Technology students. Plus, parents are | 2005-2006 school year through the 2006-2007 school year | 311 ninth graders | Evaluation forms completed in Health classes last year and evaluation forms completed in Computer Technology classes this year. The question asked to students both years was, “How often have you discussed careers or post-high school training or education with your parents?” during the eighth grade an average of 20% constantly discussed career decisions with their parents; 34% often discussed areer decisions; 28% occasionally discussed career decisions; 5% seldom discussed career decisions; and 2% never discussed career decisions with | With the increased presentations and activities in ninth grade, students and parents have more discussions about future career decisions. Students and parents who are aware of the different post-high options available then to discuss more often those possibilities | The more information made available to students and parents the more they can make better career decisions. Students are now aware of the different options available to them after high school and can select classes for their SEOP plan that will steer them toward the informed decision. |

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| | | invited to both the Health and Computer Technology presentations by the counselors and Utah Mentor plus the USU and BATC tours. | | | their parents. In ninth grade an average of 41% constantly discussed career decisions with their parents; 35% often discussed career decisions; 19% occasionally discussed career decisions; and 5% seldom discussed career decisions with their parents; and 0% never discussed plans with their parents. | | |
| | | | | | | | |

Principal's Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.



ABSTRACT

In this study, eight at-risk, female students were chosen to participate in our "Girls Group". These students are selected by teacher, parent, or counselor referral. The group is a psycho-educational group held for six sessions. Topics covered are chosen by the group. The five topics chosen were: depression, stress management, anger management, self-esteem and body image. Results were tabulated from a pre-test and then from the post-test. The results show that all students showed improvement in their knowledge about the topics covered. Overall test scores rose from an average of 70% to an average of 96.6%. The hope is that knowledge about the topic will carry over to better and more informed decision making.

PROJECT DESCRIPTION

Introduction

- Improve coping skills among a specific target group who were identified as needing skills to assist with problem solving and friendship skills that were interfering with academic success.
- Learn several coping skills and why those skills are important

Participants (the Who)

- 8 female students identified by parent, teacher or counselor referral as having difficulty with life skills and coping skills
- Target Group

Method (the What, When and Where and How)

- Six group sessions targeting five life skills that were needed. The sessions covered were: Depression, Anger Management, Stress Skills, Self-Esteem Building, and Body Image
- A facilitator and a co-facilitator
- December 14th, 2006 through January 25th, 2007
- Evaluation Methods - Pre test given to group the first week and post test given the last week
- Megan Mueller and Beverly Biggs
- Compilation of several years of collecting group materials

RESULTS

The results show that all students showed improvement in their knowledge about the topics covered. Overall test scores rose from an average of 70% to an average of 96.6%. See individual life skill scores on chart (attached). The hope is that knowledge about the topic will carry over to better and more informed decision making and improved coping skills.

DISCUSSION

Although the results were amazingly positive, a larger group should be used before making any true conclusions. We felt that we were successful in our pursuit of assisting these girls in making better choices. We

strongly feel that students need to be armed with the skills necessary to make good choices.

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007.
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Box Elder School District
Young Intermediate School



Comprehensive Counseling and
Guidance Department

- Closing the Gap Results Report (Large Group) 2006-2007
Target Group: All sixth and seventh grade students
Target Group selection is based upon:
Comprehensive Counseling and Guidance Program Components
Standard X

ABSTRACT

As an important part of career exploration, ACYI has been holding a Career Fair every two years. Resources required to run this program (time and money) are extensive. Our project was to determine the quality of the Career Fair experience for our students. All 965 sixth and seventh grade students in our school participate. The day following the Career Fair an evaluation was completed by 726 of those students. Results were that 90% of students surveyed would recommend that the Career Fair be continued. 640 students learned something new about their career interests. Other data was collected for additional program feedback.

PROJECT DESCRIPTION

Introduction

- Students, at our level, are involved in the "Explore" phase of Career Planning. We feel that a Career Fair is an ideal way to help them learn about specific careers they may be interested in. Each student attends three different career sessions.

Participants (the Who)

- All students in our school

Method (the What, When and Where and How)

- Our Career Fair used to be a project we undertook each year. However, with recent cutbacks in funding and staff, we have been unable to continue this. We have opted to hold a Career Fair every other year, thus enabling all students to experience one career fair while attending ACYI. The Career Fair takes a huge amount of time, energy and money. We wanted to determine if this format is best for us.

Students select three careers they wish to know more about. Seventh grade students select careers during their S.E.O.P., thus enabling parents and counselors to assist students in identifying careers to explore.

The day of the Career Fair, students attend 3 sessions that are 35 minutes long. Each presenter is a community member in the field they are presenting on. The presenters are given a general outline. All students are required to take notes and some are required to complete a language arts assignment on their experience.

RESULTS

Results were that 90% of students surveyed would recommend that the Career Fair be continued. 640 students learned something new about their career interests. Other data was collected for additional program feedback. Please see attached documentation.

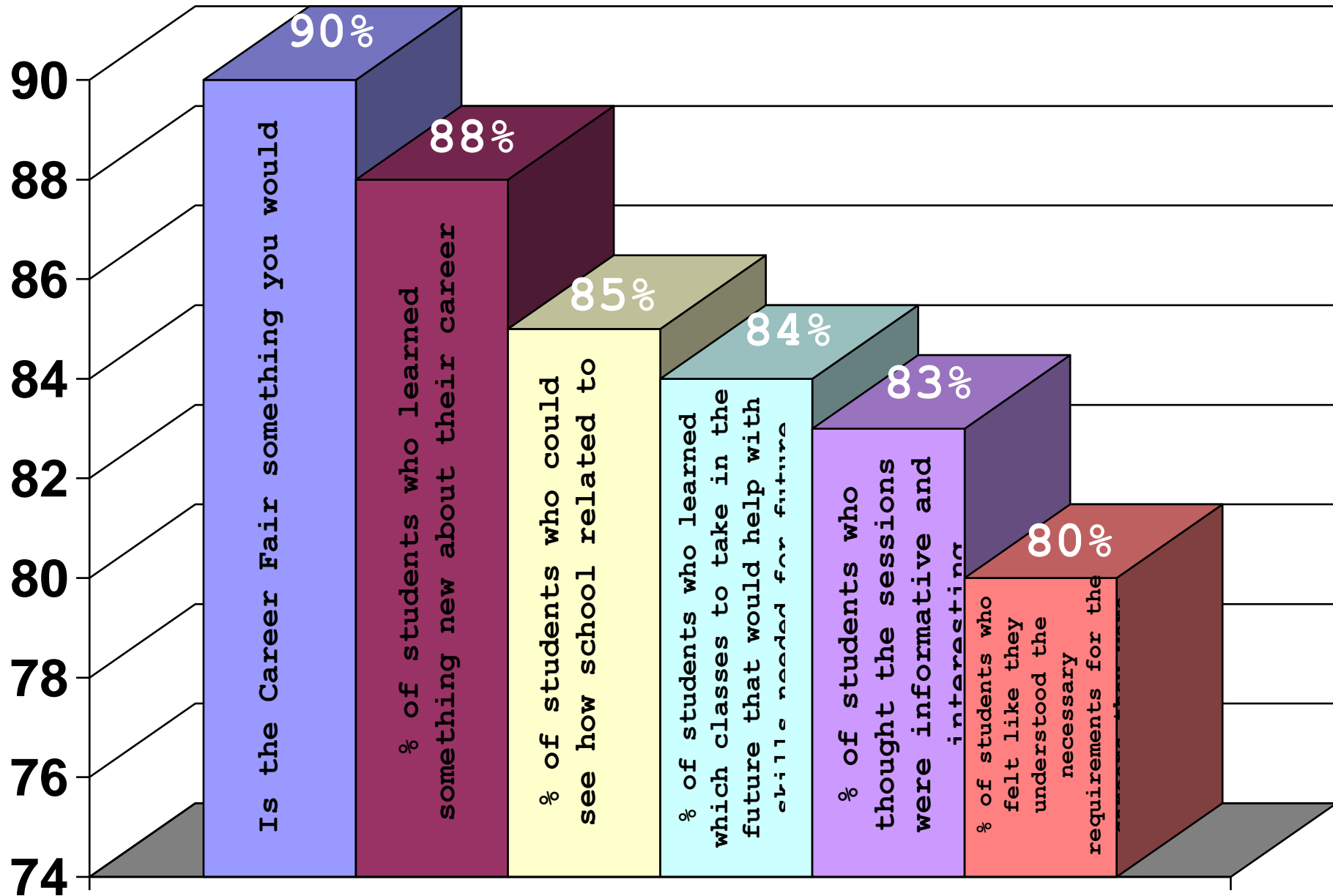
DISCUSSION

Although the implementation of this project is a huge time consumer, the results seem to indicate that it is a valuable endeavor. Students enjoyed it, teachers loved it, and presenters expressed a desire to come again.

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007.
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ACYI 2006-2007 Data Project

Career Fair



ACYI Small Group Data Project 2006-2007

"Girls Group"

